

Crossword Puzzle

Coyote Hills Regional Park generously shared this crossword puzzle with Mission Dolores. Some of the words and concepts may not be specifically covered at Mission Dolores. If you have questions about any of the terms, please refer to our suggested links and resources for further information.



**The Ohlone
Crossword Puzzle**

Susan Ramos

Goal:
To reinforce concepts and terminology learned on an Indian Shellmound field trip to Coyote Hills, to enhance vocabulary, and to practice correct spelling.

Age Group: grade 4 – adult

When & Where:
This language arts activity is designed to be used in the classroom following an Indian Shellmound program.

Materials:

- Copies of the crossword puzzle
- Pencils

Background:
The crossword puzzle is over 75 years old. Its inventor, Arthur Wynne, published the first one in the Sunday edition of the *New York World* newspaper in December, 1913. Although at first considered a fad, the brain-teasing game soon spread throughout the country. By the 1920s, crossword puzzles influenced everything from fashion to jewelry. Today 99% of the world's daily newspapers publish them.

Crossword puzzles are enjoyed by young and old alike, but they were not around at the time of the early Ohlone people. This ancient Indian culture did not have a written language, but used instead a strong oral tradition filled with games, stories, and songs that were passed down from generation to generation. The entire Ohlone way of life was thus transmitted.

Today our culture disseminates information through the vehicle of written language. Yet, like the Ohlone Indians, parents and educators often use stories, games, and songs as teaching aids. Crossword puzzles are educational, mind-stretching, and fun, and a great way to help students reinforce what is learned "in the field."

artifacts not to scale

Action:
During your field study trip to Coyote Hills, students will be introduced to concepts and terminology related to archaeology and the material culture of the ancient Ohlone. They can review and reinforce their recall of this information by working the crossword puzzle within a few days following the trip. Make a copy for each child—but allow them to work in pairs to avoid a test-like atmosphere and to promote cooperation and fun. If students seem to have difficulty with spelling, you may wish to list possible answers on the board. Later, go over answers together and review the trip.

This activity may be done at Coyote Hills *after* your shellmound program, but it is strongly requested that you do not have children bring the puzzle with them during the program. At this time students should utilize listening and discussion skills, rather than note-taking or puzzle-solving skills.

1. Amot, Michelle. *What's Goin' On? A History of the Crossword Puzzle*. New York: Vintage Books, 1981.

Answer Key

Across:	Down:
1. scapula	2. artifact
6. rabbit	3. awl
8. tule	4. saw
9. otter	5. mortar
11. atlatl	7. bone
14. spear	10. oyster
16. sweathouse	12. wedge
19. sinker	13. stone
20. charmstone	15. pestle
23. soaproot	17. archaeologist
24. ash	18. arrow
25. willow	21. arrowhead
27. grizzly	22. obsidian
29. acorn	23. shaman
30. mound	26. ohlone
32. deer	28. rope
33. antler	31. dice
34. shells	

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OHLONE CROSSWORD PUZZLE

Across

1. The shoulder blade of a deer that was used by the Ohlone to make a saw.

6. *Werin* is the Ohlone name for this cute animal with long ears, big feet and a fluffy tail.

8. The Ohlone Indians made boats, duck decoys, skirts and many other objects out of this plant.

9. A mammal that has whiskers, lives in water, and has very dense fur from which the Ohlones made capes and blankets.

11. This hunting weapon helped a man throw his spear faster and farther.

14. Before the bow and arrow was invented, Ohlone's hunted with a _____.

16. A place where Ohlone men purified themselves before going hunting.

19. A _____ was placed on a net to keep it down in the water while fishing.

20. A special rock, carved by a shaman and hung from a tree or over a stream to ensure success in hunting and fishing.

23. This plant was used as soap, food, or fish poison. Brushes were also made from it.

24. _____ was deposited where Native Americans built fires and is still evident in the Shellmound.

25. These trees, which normally grow by streams, were used by the Native people as the framework of their homes, as well as in basketmaking.

27. _____ bears were found in this area and their claws were thought to be powerful.

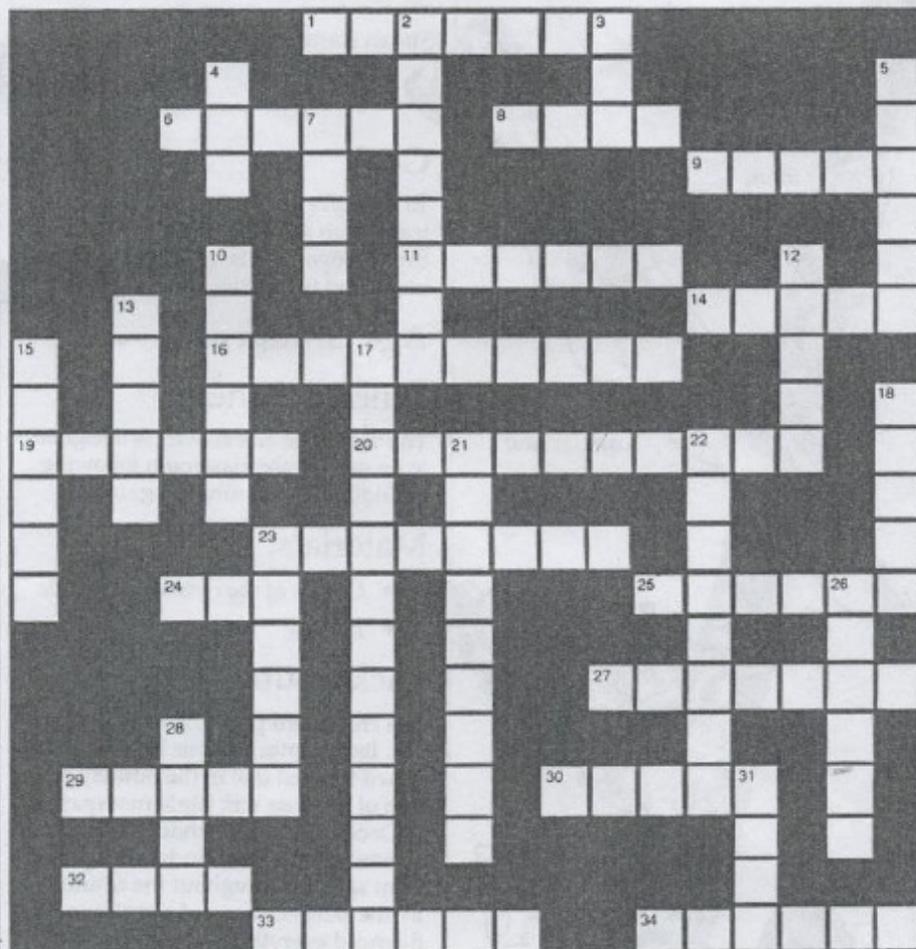
29. This seed was collected, shelled, ground up, leached and then eaten as cakes or mush.

30. Over time, the place where the Indians lived became a _____ because of the debris they deposited from everyday living.

32. Ohlone men disguised themselves as this animal in order to get close enough to hunt it.

33. Tips of deer and elk _____ were used to chip arrowheads.

34. Some _____ were fashioned into beads and worn as jewelry or used in trade.



Down

2. An _____ is an object, found by an archaeologist, that tells us something about past cultures.

3. Women used this sewing tool to make their baskets.

4. The Ohlone people used a bone _____ to cut tules and cattails.

5. To grind acorns, one needs a pestle and this rounded, bowl-shaped rock.

7. Almost every part of a hunted animal was used: meat for food, skin for clothing and _____ for tools.

10. Clams, mussels and _____ are shellfish the Ohlone people ate.

12. Made from deer antlers, this tool splits wood.

13. During the _____ age there was no metal, so tools were made of bone, wood, or rock.

15. A _____ was used to crack and grind acorns.

17. A person who studies the life and culture of ancient people.

18. The Ohlone men hunted with bow and _____.

21. Native Americans placed this on the tip of their arrows.

22. Some arrowheads are made of this shiny, black rock.

23. The name of the medicine man or woman of the village.

26. Costanoan is another name for this group of people.

28. Made out of tules or cattails, this could be used to hold boats or mats together.

31. The Ohlone people played a gambling game called stick _____.

ACTIVITY: A to Z

Based on what you have learned so far, try to write down a word that relates to Indian and/or Mission Dolores history and culture for each letter in the alphabet.

For example, T is for Tule House.

A: _____

N: _____

B: _____

O: _____

C: _____

P: _____

D: _____

Q: _____

E: _____

R: _____

F: _____

S: _____

G: _____

T: _____

H: _____

U: _____

I: _____

V: _____

J: _____

W: _____

K: _____

X: _____

L: _____

Y: _____

M: _____

Z: _____

Map Activity I

The map below shows all of the major known tribes in the San Francisco Bay Area before Mission Dolores was established in 1777. Can you find where you live on the map? Where is your home city or town on the map? Which tribe lived there before you?



Courtesy, Naomi Torres, Golden Gate Recreational Area , Author: Randall Milliken, PhD

Short Essays Activity

Objective: Creative thinking exercise: each student should imagine themselves in the shoes of each generation, and then write a short essay that addresses each of the questions. They should use what they've learned in class about the lifestyles of each of the women.

Great Grandma's name was "Mukurma", and she lived in San Francisco before there was a city here. She lived with the other Ohlone before the Spanish came.

Write a paragraph about Mukurma, answering each of the questions below.

What did she eat?

What did her house look like?

What was her job?

What was her husband's job?

Did she live in more than one house?

What did her clothes look like?

What language did she speak?

Grandma's name was "Isabel", and she lived in Mission Dolores with the padres.

Write a paragraph about Isabel, answering each of the questions below.

What did she eat?

What did her house look like?

What was her job?

What was her husband's job?

Did she live in more than one house?

What did her clothes look like?

What language did she speak?

(continued on next page)

Mother's name was "Dorothy", and she lived on Noe Ranchero in San Francisco during the Gold Rush.

Write a paragraph about Mukurma, answering each of the questions below.

What did she eat?

What did her house look like?

What was her job?

What was her husband's job?

Did she live in more than one house?

What did her clothes look like?

What language did she speak?

"Izzy" is Dorothy's granddaughter, and lives in San Francisco today. She graduated from San Francisco State University.

Write a paragraph about Mukurma, answering each of the questions below.

- What did she eat?
- What did her house look like?
- What was her job?
- What was her husband's job?
- Did she live in more than one house?
- What did her clothes look like?
- What language did she speak?



Tule House Activity

The Indians living in the San Francisco Bay Area prior to Spanish colonization lived primarily in houses made out of a strong, durable reed called tule (tool-ie). It grows up to 16 feet tall, and is dark green until it is cut and dried, when it turns to a pale wheat color. It is extremely tough, but can be processed to be rope material, clothing material, and many other useful things. A helpful site for more information on tule, visit: http://www.primitiveways.com/tule_ethnobotany.html

Materials Needed

1. Spaghetti: a 32oz package of dried spaghetti makes 8-10 huts
2. Plastic Cups: 12 or 16 oz are better than 8 oz (one per student)
3. A sheet of 8 ½ x 11 paper per student
4. Scissors
5. Elmers glue

Preparations prior to class:

1. Follow the directions on the package to cook the spaghetti.

(continued on next page)

2. It won't make or break the project, but you should aim to make the pasta al dente (cooked, but not mushy)
3. Strain the pasta in a colander.
4. **Very Important!!!! Make sure to run the cooked pasta under cold water (in the colander) until it is cool to the touch. This will keep it from clumping together.**
5. Store it covered, in the refrigerator.
6. Make a copy of the cup template (on the next page) for each student.
7. We recommend that you show a few pictures of actual tule houses to the students so that they have an idea of what one should look like. The aforementioned website has plenty.

Instructions for students:

1. Cut out the cup templates
2. Paste the cutout to your cup
3. Cutout a door in your cup
4. Start laying spaghetti!
5. It will stick very easily to the paper and to itself, but you may spread glue onto the paper (so the pasta will dry glued), too if you like.
6. When you are finished, set it aside to dry. The pasta will shrink after it's dried, but it will take more than a day to do so.

****Note:** The spaghetti will probably start getting moldy after 2-3 days if left out of the refrigerator. It might be a good idea to send the houses home with your students the day after they make them, so the pasta has a chance to dry, but before it gets moldy.

Wrap around Cup

Cup
Bottom

Mission Dolores Treasure Hunt

Upon arrival, outside of the Mission, find the following:

1. Touch one of the big white walls.

a) What does it feel like?

b) Do you know what it is made out of?



(Curry 2006:1)

2. Find the brown sign to the left of the entrance.

a) What year was the Mission built?

Inside of the Old Mission, find the following:

3. Find the big rope hanging from the ceiling.

a) What happens when your teacher pulls on it?

4. Look at the floor.

a) How many signs are on the floor?

b) Write down three names from the signs.

1. _____

2. _____

3. _____



(Curry 2006:2)

5. Find the first statue on the left hand side of the building.

a) What is the name of the person it represents?

6. Look straight up!

a) What does the ceiling look like? Draw a picture.

7. Walk to the front of the church, and take a good look at the wall behind the fence. There's a secret to what's hidden behind that wall somewhere on your tour today.

After exiting the church, in the hallway before the museum, find the following:



(Curry 2006:3)

8. Do you see the model of the Mission?

- a) What are the women doing?

- b) What are the women wearing?

- c) What are the men doing?

- d) What are the men wearing?

- e) What do their houses look like?

Inside the museum, find the following:



(Curry 2006:4)

9. Find the picture of the faces of three men.

a) What is on their heads?

10. Find the picture of the two men with a bow and arrow.

a) What is in their ears?

11. Do you see the model of the Ohlone village?

a) What are the women doing?

b) What are the women wearing?

c) What are the men doing?

d) What are the men wearing?

e) What do their houses look like?

12. Can you find the answer to the secret of what's behind the wall of the church?

In the cemetery, find the following:

13. What is the age of the youngest person buried here?

14. What is the age of the oldest person buried here?

15. Find the fire helmets.

a) What is the name on the gravestone?

16. Do you see the big house in the middle?

a) If you could describe it to someone, what would you say?

b) What is it made out of?

c) Have you seen a picture of this somewhere else today? Where?

What is your favorite part of your trip today so far?

MISSION DOLORES TREASURE HUNT ANSWER KEY

Upon arrival, outside of the Mission, find the following:

1. Touch one of the big white walls.
 - a) a)
 - b) Adobe
2. Find the brown sign to the left of the entrance.
 - a) 1776

Inside of the Old Mission, find the following:

3. Find the big rope hanging from the ceiling.
 - a) The bells ring.
4. Look at the floor.
 - a) 3
 - b) Lieutenant Don Jose Joaquin Moraga, Fallecio Guadalope Garduno de Noe, Maria Concepcion Noe Fallecio, Espiridion Noe Fallecio, William Alexander Liedersdorff
5. Find the first statue on the left hand side of the building.
 - a) St. Francis
6. Look straight up!
7. Walk to the front of the church, and take a good look at the wall behind the fence. There's a secret to what's hidden behind that wall somewhere on your tour today.
 - a) This is the *reredos*

After exiting the church, in the hallway before the museum, find the following:

8. Do you see the model of the Mission?
 - a) Playing with the children, preparing food
 - b) Shirts and pants and/or robes
 - c) Hauling wheat in a cart with oxen.
 - d) Shirts and pants and/or robes
 - e) They look like smaller versions of the Mission; white walls with a red tile roof.

Inside the museum, find the following:

9. Find the picture of the faces of the three men
 - a) Feather and bone headdresses.
10. Find the picture of the two men with a bow and arrow.
 - a) Their ears are pierced with pieces of bone
11. Do you see the model of the Ohlone village?
 - a) Playing with the children, preparing food

- b) Grass skirts, fur capes
- c) Fishing.
- d) Fur capes or nothing at all
- e) Tule houses; made of grass

12. Can you find the answer to the secret of what's behind the wall of the church?

- a) A mural that the Ohlone painted on the wall before the *reredos* replaced it.

In the cemetery, find the following:

- 13. 6 days old
- 14. 88 years old
- 15. They are on the large gravestone in the southeast corner of the cemetery.
 - a) James P. Casey
- 16. Do you see the big house in the middle?
 - a) If you could describe it to someone, what would you say?
 - b) Tule
 - c) Yes, in the model of the Ohlone village.